UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

Cambridge English
Key
for Schools

Handbook for Teachers

Key English Test (KET) for Schools
CEFR Level A2

Content and overview

Paper/timing	Content	Test Focus
1 **READING & WRITING** 1 hour 10 minutes	Nine parts: Five parts (Parts 1–5) test a range of reading skills with a variety of texts, ranging from very short notices to longer continuous texts. Parts 6–9 concentrate on testing basic writing skills.	Assessment of candidates' ability to understand the meaning of written English at word, phrase, sentence, paragraph and whole text level. Assessment of candidates' ability to produce simple written English, ranging from one-word answers to short pieces of continuous text.
2 **LISTENING** Approx. 30 minutes (including 8 minutes transfer time)	Five parts ranging from short exchanges to longer dialogues and monologues.	Assessment of candidates' ability to understand dialogues and monologues in both informal and neutral settings on a range of everyday topics.
3 **SPEAKING** 8–10 minutes per pair of candidates	Two parts: in Part 1, candidates interact with an examiner; in Part 2, they interact with another candidate.	Assessment of candidates' ability to answer questions about themselves and to ask/ answer questions about factual non-personal information.

Preface

This handbook is for teachers who are preparing candidates for *Cambridge English: Key for Schools*, also known as *Key English Test (KET) for Schools*. The introduction gives an overview of the exam and its place within Cambridge ESOL. This is followed by a focus on each paper and includes content, advice on preparation and example papers.

If you need further copies of this handbook, please email **ESOLinfo@CambridgeESOL.org**

Contents

About Cambridge ESOL

Cambridge English: Key for Schools is developed by University of Cambridge ESOL Examinations (Cambridge ESOL), a not-for-profit department of the University of Cambridge.

Cambridge ESOL is one of three major exam boards which form the Cambridge Assessment Group (Cambridge Assessment). More than 8 million Cambridge Assessment exams are taken in over 160 countries around the world every year.

UNIVERSITY OF CAMBRIDGE

One of the oldest universities in the world and one of the largest in the United Kingdom

Departments of the University

CAMBRIDGE ASSESSMENT

Cambridge Assessment: the trading name for the University of Cambridge Local Examinations Syndicate (UCLES)

Departments (exam boards)

UNIVERSITY *of* CAMBRIDGE ESOL Examinations

Cambridge ESOL: University of Cambridge ESOL Examinations

Provider of the world's most valuable range of qualifications for learners and teachers of English

UNIVERSITY *of* CAMBRIDGE International Examinations

University of Cambridge International Examinations

The world's largest provider of international qualifications for 14–19 year olds

OCR RECOGNISING ACHIEVEMENT

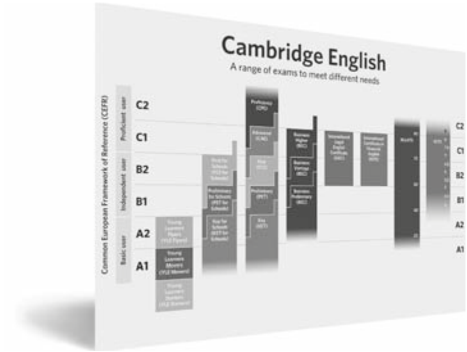
OCR: Oxford Cambridge and RSA Examinations

One of the UK's leading providers of qualifications

The world's most valuable range of English qualifications

Cambridge ESOL offers the world's leading range of qualifications for learners and teachers of English. Over 3.5 million people take our exams each year in 130 countries.

Cambridge ESOL offers assessments across the full spectrum of language ability. We provide examinations for general communication, for professional and academic purposes, and also specialist legal and financial English qualifications. All of our exams are aligned to the principles and approach of the Common European Framework of Reference for Language (CEFR).



To find out more about Cambridge English exams and the CEFR, go to **www.CambridgeESOL.org/CEFR**

In addition to our own programmes of world-leading research, we work closely with professional bodies, industry professionals and governments to ensure that our exams remain fair and relevant to candidates of all backgrounds and to a wide range of stakeholders.

Key features of Cambridge English exams

Cambridge English exams:

- are based on realistic tasks and situations so that preparing for their exam gives learners real-life language skills
- accurately and consistently test all four language skills – reading, writing, listening and speaking – as well as knowledge of language structure and its use
- encourage positive learning experiences, and seek to achieve a positive impact on teaching wherever possible
- are as fair as possible to all candidates, whatever their national, ethnic and linguistic background, gender or disability.

Proven quality

Cambridge ESOL's commitment to providing exams of the highest possible quality is underpinned by an extensive programme of research and evaluation, and by continuous monitoring of the marking and grading of all Cambridge English exams. Of particular importance are the rigorous procedures which are used in the production and pretesting of question papers.

All our systems and processes for designing, developing and delivering exams and assessment services are certified as meeting the internationally recognised ISO9001:2008 standard for quality management and are designed around five essential principles:

Validity – are our exams an authentic test of real-life English?
Reliability – do our exams behave consistently and fairly?
Impact – does our assessment have a positive effect on teaching and learning?
Practicality – does our assessment meet learners' needs within available resources?
Quality – how we plan, deliver and check that we provide excellence in all of these fields.

How these qualities are brought together is outlined in our publication *Principles of Good Practice*, which can be downloaded free from **www.CambridgeESOL.org/Principles**

Introduction to Cambridge English: Key for Schools

Cambridge English: Key for Schools is a qualification at pre-intermediate level. It demonstrates that a person can use English to communicate in simple situations and has achieved a good foundation in learning English. *Cambridge English: Key for Schools* was developed in 2008 as a version of *Cambridge English: Key (KET)* with exam content and topics specifically targeted at the interests and experience of school-age learners.

Cambridge English: Key for Schools

- follows exactly the same format and level as *Cambridge English: Key*
- leads to exactly the same internationally recognised Cambridge ESOL certificate as *Cambridge English: Key*
- matches students' experiences and interests
- enables students to take an internationally recognised exam and enjoy the exam experience.

Candidates can choose to take *Cambridge English: Key for Schools* as either a paper-based or computer-based exam.

Who is the exam for?

Cambridge English: Key for Schools is aimed at school pupils who want to:

- understand and use basic phrases and expressions
- introduce themselves and answer basic questions about personal details
- interact with English speakers who talk slowly and clearly
- write short, simple notes.

Who recognises the exam?

- *Cambridge English: Key* is a truly international certificate, recognised around the world for business and study purposes.
- Thousands of employers, universities and government departments officially recognise *Cambridge English: Key* as a basic qualification in English.

For more information about recognition go to **www.CambridgeESOL.org/recognition**

What level is the exam?

Cambridge English: Key for Schools is targeted at Level A2 of the CEFR. Achieving a certificate at this level proves that a person can use English to communicate in simple situations.

What can candidates do at Level A2?

The Association of Language Testers in Europe (ALTE) has carried out research to determine what language learners can typically do at each CEFR level. It has described these abilities in a series of Can Do statements using examples taken from real-life situations.

Cambridge ESOL, as one of the founding members of ALTE, uses this framework as a way of ensuring its exams reflect real-life language skills.

Examples of Can Do statements at Level A2

Typical abilities	Reading and Writing	Listening and Speaking
Overall general ability	CAN understand straightforward information within a known area. CAN complete forms and write short, simple letters or postcards related to personal information.	CAN understand simple questions and instructions. CAN express simple opinions or requirements in a familiar context.
Social and Leisure	CAN understand short, simple messages from people who share his/her interests, for example emails, postcards or short letters from pen-friends. CAN write a very simple personal letter, note or email, for example accepting or offering an invitation, thanking someone for something, apologising.	CAN have short conversations with friends about interesting topics. CAN make simple plans with people, such as what to do, where to go, and when to meet. CAN express likes and dislikes in familiar contexts using simple language.
School and Study	CAN understand the general meaning of a simplified textbook or article, reading very slowly. CAN write about his/her daily life in simple phrases and sentences, for example family, school, hobbies, holidays, likes and dislikes.	CAN understand basic instructions on class times, dates and room numbers. CAN ask the person to repeat what they said, when he/she does not understand something. CAN express simple opinions using expressions such as 'I don't agree'.

Exam content and processing

Cambridge English: Key for Schools is a rigorous and thorough test of English at Level A2. It covers all four language skills – reading, writing, listening and speaking. Preparing for *Cambridge English: Key for Schools* helps candidates develop the skills they need to use English to communicate effectively in a variety of practical contexts.

A thorough test of all areas of language ability

There are three papers: Reading and Writing, Listening and Speaking. The Reading and Writing paper carries 50% of the total marks, the Listening paper and the Speaking paper each carry 25% of the total marks. Detailed information on each test and sample papers follow later in this handbook, but the overall focus of each test is as follows:

Reading and Writing: 1 hour 10 minutes
Candidates need to be able to understand simple written information such as signs, brochures, newspapers and magazines. They must also be able to produce simple written English.
Listening: 30 minutes (approximately)
Candidates need to be able to understand announcements and other spoken material when people speak reasonably slowly.
Speaking: up to 10 minutes
Candidates take the Speaking test with another candidate or in a group of three, and are tested on their ability to take part in different types of interaction: with the examiner, with the other candidate and by themselves.

Each of these three test components provides a unique contribution to a profile of overall communicative language ability that defines what a candidate can do at this level.

Language specifications

Candidates who are successful in *Cambridge English: Key for Schools* should be able to satisfy their basic communicative needs in a range of everyday situations with both native and non-native speakers of English.

The following is a summary of the language which is tested in *Cambridge English: Key for Schools*. In terms of vocabulary and grammatical structure, *Cambridge English: Key for Schools* candidates will have productive control of only the simplest of exponents for each category below; there is a wider, but still limited, range that they will be able to deal with receptively; and they will have strategies for coping with the unfamiliar.

Language purposes

- Carrying out certain transactions:
  - making arrangements
  - making purchases
  - ordering food and drink
- Giving and obtaining factual information:
  - personal
  - non-personal (places, times, etc.)
- Establishing and maintaining social and professional contacts:
  - meeting people
  - extending and receiving invitations
  - proposing/arranging a course of action
  - exchanging information, views, feelings and wishes

Language functions

There are six broad categories of language functions (what people do by means of language):

- Imparting and seeking factual information
- Expressing and finding out attitudes
- Getting things done
- Socialising
- Structuring discourse
- Communication repair

A more detailed inventory of functions, notions and grammatical areas covered by *Cambridge English: Key for Schools* is given below.

Inventory of functions, notions and communicative tasks

The realisations of these functions, notions and communicative tasks will be in the simplest possible ways.

greeting people and responding to greetings (in person and on the phone)
introducing oneself and other people
asking for and giving personal details: (full) name, age, address, names of relatives and friends, etc.
understanding and completing forms giving personal details
describing education
describing people (personal appearance, qualities)
asking and answering questions about personal possessions
asking for repetition and clarification
re-stating what has been said
checking on meaning and intention
helping others to express their ideas
interrupting a conversation
asking for and giving the spelling and meaning of words
counting and using numbers
asking and telling people the time, day and/or date
asking for and giving information about routines and habits
understanding and giving information about everyday activities
talking about what people are doing at the moment
talking about past events and states in the past, recent activities and completed actions
understanding and producing simple narratives
reporting what people say
talking about future situations
talking about future plans or intentions
making predictions
identifying and describing accommodation (houses, flats, rooms, furniture, etc.)
buying things (costs and amounts)
talking about food and ordering meals
talking about the weather
talking about one's health
following and giving simple instructions
understanding simple signs and notices
asking the way and giving directions
asking for and giving travel information
asking for and giving simple information about places
identifying and describing simple objects (shape, size, weight, colour, purpose or use, etc.)
making comparisons and expressing degrees of difference
expressing purpose, cause and result, and giving reasons
making and granting/refusing simple requests
making and responding to offers and suggestions
expressing and responding to thanks
giving and responding to invitations
giving advice
giving warnings and stating prohibitions
asking/telling people to do something
expressing obligation and lack of obligation
asking and giving/refusing permission to do something
making and responding to apologies and excuses
expressing agreement and disagreement, and contradicting people
paying compliments
sympathising
expressing preferences, likes and dislikes (especially about hobbies and leisure activities)
talking about feelings
expressing opinions and making choices
expressing needs and wants
expressing (in)ability in the present and in the past
talking about (im)probability and (im)possibility
expressing degrees of certainty and doubt

Inventory of grammatical areas

Verbs

Regular and irregular forms

Modals

can (ability; requests; permission)
could (ability; polite requests)
would (polite requests)
will (future)

shall (suggestion; offer)
should (advice)
may (possibility)
have (got) to (obligation)
must (obligation)
mustn't (prohibition)
need (necessity)
needn't (lack of necessity)

Tenses

Present simple: states, habits, systems and processes and with future meaning (and verbs not used in the continuous form)
Present continuous: present actions and future meaning
Present perfect simple: recent past with just, indefinite past with yet, already, never, ever; unfinished past with for and since
Past simple: past events
Past continuous: parallel past actions, continuous actions interrupted by the past simple tense
Future with going to
Future with will and shall: offers, promises, predictions, etc.

Verb forms

Affirmative, interrogative, negative
Imperatives
Infinitives (with and without to) after verbs and adjectives
Gerunds (-ing form) after verbs and prepositions
Gerunds as subjects and objects
Passive forms: present and past simple
Short questions (Can you?) and answers (No, he doesn't)

Clause types

Main clause: Carlos is Spanish.
Co-ordinate clause: Carlos is Spanish and his wife is English.
Subordinate clause following sure, certain: I'm sure (that) she's a doctor.
Subordinate clause following know, think, believe, hope: I hope you're well.
Subordinate clause following say, tell: She says (that) she's his sister.
Subordinate clause following if, when, where, because:
I'll leave if you do that again.
He'll come when you call.
He'll follow where you go.
I came because you asked me.

Interrogatives

What; What (+ noun)
Where; When
Who; Whose; Which
How; How much; How many; How often; How long; etc.
Why
(including the interrogative forms of all tenses and modals listed)

Nouns

Singular and plural (regular and irregular forms)
Countable and uncountable nouns with some and any
Abstract nouns
Compound nouns
Noun phrases
Genitive: 's & s'
Double genitive: a friend of theirs

Pronouns

Personal (subject, object, possessive)
Impersonal: it, there
Demonstrative: this, that, these, those
Quantitative: one, something, everybody, etc.
Indefinite: some, any, something, one, etc.
Relative: who, which, that

Determiners

a + countable nouns
the + countable/uncountable nouns

Adjectives

Colour, size, shape, quality, nationality
Predicative and attributive
Cardinal and ordinal numbers
Possessive: my, your, his, her, etc.
Demonstrative: this, that, these, those
Quantitative: some, any, many, much, a few, a lot of, all, other, every, etc.
Comparative and superlative forms (regular and irregular)
Order of adjectives
Participles as adjectives

Adverbs

Regular and irregular forms
Manner: quickly, carefully, etc.
Frequency: often, never, twice a day, etc.
Definite time: now, last week, etc.
Indefinite time: already, just, yet, etc.
Degree: very, too, rather, etc.
Place: here, there, etc.
Direction: left, right, etc.
Sequence: first, next, etc.
Pre-verbal, post-verbal and end-position adverbs
Comparative and superlative forms (regular and irregular)

Prepositions

Location: to, on, inside, next to, at (home), etc.
Time: at, on, in, during, etc.
Direction: to, into, out of, from, etc.
Instrument: by, with
Miscellaneous: like, about, etc.
Prepositional phrases: at the end of, in front of, etc.
Prepositions preceding nouns and adjectives: by car, for sale, on holiday, etc.

Connectives

and, but, or
when, where, because, if

Note that students will meet forms other than those listed above in *Cambridge English: Key for Schools*, on which they will not be directly tested.

Topics

Clothes
Daily life
Entertainment and media
Food and drink
Health, medicine and exercise
Hobbies and leisure
House and home
Language
People
Personal feelings, opinions and experiences
Personal identification

Places and buildings
School and study
Services
Shopping
Social interaction
Sport
The natural world
Transport
Travel and holidays
Weather

Lexis

The*Cambridge English: Key for Schools* Vocabulary List includes items which normally occur in the everyday vocabulary of native speakers using English today.

Candidates should know the lexis appropriate to their personal requirements, for example, nationalities, hobbies, likes and dislikes.

Note that the use of American pronunciation, spelling and lexis is acceptable in *Cambridge English: Key for Schools*.

A list of vocabulary that may appear in the *Cambridge English: Key* and *Cambridge English: Key for Schools* examinations is available from the Cambridge ESOL Teacher Support website: www.teachers.CambridgeESOL.org

The list does not provide an exhaustive register of all the words which could appear in *Cambridge English: Key for Schools* question papers and candidates should not confine their study of vocabulary to the list alone.

International English

English is used in a wide range of international contexts. To reflect this, candidates' responses to tasks in Cambridge English exams are acceptable in all varieties and accents of English, provided they do not interfere with communication. Materials used feature a range of accents and texts from English-speaking countries, including the UK, North America and Australia. US and other versions of spelling are accepted if used consistently.

Marks and results

Cambridge English: Key for Schools gives detailed, meaningful results. All candidates receive a **Statement of Results**. Candidates whose performance ranges between CEFR Levels A1 and B1 will also receive a **certificate**:

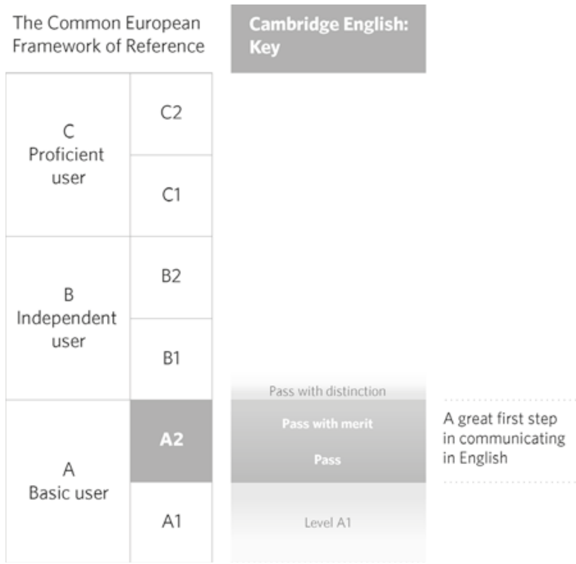
Statement of Results

The Statement of Results outlines:

- the candidate's result. This is based on a candidate's total score in all three papers
- a graphical display of a candidate's performance in each paper (shown against the scale Exceptional – Good – Borderline – Weak)
- a standardised score out of 100 which allows a candidate to see exactly how they performed.

Certificates

We have made enhancements to the way we report the results of our exams because we believe it is important to recognise candidate's achievements.



- **Cambridge English: Key – Level B1**
  Pass with Distinction
  Exceptional candidates sometimes show ability beyond Level A2. If a candidate achieves a Pass with Distinction, they will receive the *Key English Test* certificate stating that they demonstrated ability at Level B1.
- **Cambridge English: Key – Level A2**
  If a candidate achieves Pass with Merit or Pass in the exam, they will be awarded the *Key English Test* certificate at Level A2.
- **Level A1 Certificate**
  If a candidate's performance is below Level A2, but falls within Level A1, they will receive a Cambridge English certificate stating that they demonstrated ability at A1 level.

Special circumstances

Cambridge English exams are designed to be fair to all test takers. This commitment to fairness covers:

- **Special arrangements**
  These are available for candidates with a permanent or long-term disability. Consult the Cambridge ESOL Centre Exams Manager (CEM) in your area for more details as soon as you become aware of a candidate who may need special arrangements.
- **Special consideration**
  Cambridge ESOL will give special consideration to candidates affected by adverse circumstances such as illness or bereavement immediately before or during an exam. Applications for special consideration must be made through the centre no later than 10 working days after the exam date.
- **Malpractice**
  Cambridge ESOL will investigate all cases where candidates are suspected of copying, collusion or breaking the exam regulations in some other way. Results may be withheld while they are being investigated, or because we have found an infringement of regulations. Centres are notified if a candidate's results have been investigated.

Exam support

A feature of Cambridge English exams is the outstanding free and paid-for support we offer to teachers and candidates.

How to order support materials from Cambridge ESOL

A wide range of official support materials for candidates and teachers can be ordered directly from the Cambridge ESOL eShops:

BUY NOW

- Printed publications:
  www.shop.CambridgeESOL.org
- Online preparation:
  https://eshop.CambridgeESOL.org

Support for teachers

Teacher Support website

This website provides an invaluable, user-friendly free resource for all teachers preparing for our exams. It includes:

General information – handbook for teachers, sample papers, exam reports, exam dates
Detailed information – format, timing, number of questions, task types, mark scheme of each paper
Advice for teachers – developing students' skills and preparing them for the exam
Downloadable lessons – a lesson for every part of every paper, there are more than 1,000 in total
Forums – where teachers can share experiences and knowledge
Careers – teaching qualifications for career progression
News and events – what's happening globally and locally in your area
Seminars – wide range of exam-specific seminars for new and experienced teachers, administrators and school directors.

www.teachers.CambridgeESOL.org



Past Paper Packs

Past Paper Packs provide authentic practice for candidates preparing for Cambridge English paper-based examinations and are ideal to use for mock exams.

Each pack contains:

- ten copies of each of the papers with photocopiable answer sheets
- CD with audio recordings for the Listening paper
- Teacher Booklet with:
  - answer keys
  - mark schemes and sample answers for Writing
  - tapescripts for the Listening paper
  - the assessment criteria and a copy of the Cambridge ESOL Common Scale for the Speaking paper
  - Speaking test materials, which include candidate visuals and examiner scripts.

www.CambridgeESOL.org/past-papers



Speaking Test Preparation Pack

This comprehensive teacher resource pack helps teachers prepare students for the *Cambridge English: Key for Schools* Speaking test. Written by experienced examiners, it provides clear explanations of what each part of the Speaking test involves. The step-by-step guidance and practical exercises help your students perform with confidence on the day of the test.

Each pack includes:

- Teacher's Notes
- Student Worksheets which you can photocopy or print
- a set of candidate visuals
- a DVD showing real students taking a Speaking test.

www.CambridgeESOL.org/speaking



Support for candidates

Cambridge ESOL website

We provide learners with a wealth of exam resources and preparation materials throughout our main website, including exam advice, sample papers and a guide for candidates.

www.CambridgeESOL.org



Online Practice Tests

The Online Practice Test for *Cambridge English: Key for Schools* not only familiarises learners with typical exam questions but also includes a range of help features. The practice tests can be taken in two modes. Test mode offers a timed test environment. In learner mode, there is additional support, including help during the test, access to an online dictionary, an option to check answers and the ability to pause audio and view tapescripts. Try a free sample on our website.

Each practice test contains:

- a **full practice test** for Reading, Writing and Listening
- **automatic scoring** for Reading and Listening
- **sample answers** for Writing
- a **detailed score report** and **answer feedback** once answers are submitted.

www.CambridgeESOL.org/opt



Official preparation materials

A comprehensive range of **official Cambridge English** preparation materials is available from University of Cambridge ESOL Examinations (Cambridge ESOL) and Cambridge University Press.

Materials include printed and digital resources to support teachers and help learners prepare for their exam.

Find out more at **www.CambridgeESOL.org/exam-preparation**

Other sources of support materials

A huge range of course books, practice tests and learning resources is produced by independent publishers to help prepare candidates for Cambridge English exams. We cannot advise on text books or courses of study that we do not provide, but when you are choosing course materials you should bear in mind that:

- *Cambridge English: Key for Schools* requires all-round language ability
- most course books will need to be supplemented
- any course books and practice materials you choose should accurately reflect the content and format of the exam.

www.CambridgeESOL.org/resources/books-for-study

Exam sessions

Cambridge English: Key for Schools is available as a paper-based or computer-based test. Candidates must be entered through a recognised Cambridge ESOL centre. Find your nearest centre at **www.CambridgeESOL.org/centres**

Further information

Contact your local Cambridge ESOL centre, or Cambridge ESOL direct (using the contact details on the back cover of this handbook) for:

- copies of the regulations
- details of entry procedure
- exam dates
- current fees
- more information about *Cambridge English: Key for Schools* and other Cambridge English exams.

Paper 1
Reading and Writing

General description

PAPER FORMAT	This paper contains nine parts.
TIMING	1 hour 10 minutes
NO. OF QUESTIONS	56
TASK TYPES	Matching, multiple choice, multiple-choice cloze, open cloze, word completion, information transfer and guided writing.
SOURCES	Authentic and adapted-authentic real-world notices, newspaper and magazine articles, simplified encyclopaedia entries.
ANSWERING	Candidates indicate answers either by shading lozenges (Parts 1–5) or writing answers (Parts 6–9) on the answer sheet.
MARKS	Each item carries one mark, except for question 56 which is marked out of 5. This gives a total of 60 marks, which is weighted to a final mark out of 50, representing 50% of total marks for the whole examination.

Structure and tasks

PART 1

TASK TYPE AND FORMAT	Matching. Matching five prompt sentences to eight notices, plus one example.
TASK FOCUS	Gist understanding of real-world notices. Reading for main message.
NO. OF QS	5

PART 2

TASK TYPE AND FORMAT	Three-option multiple-choice sentences. Five sentences (plus an integrated example) with connecting link of topic or story line.
TASK FOCUS	Reading and identifying appropriate vocabulary.
NO. OF QS	5

PART 3

TASK TYPE AND FORMAT	Three-option multiple choice. Five discrete 3-option multiple-choice items (plus an example) focusing on verbal exchange patterns **AND** Matching. Five matching items (plus an integrated example) in a continuous dialogue, selecting from eight possible responses.
TASK FOCUS	Functional language. Reading and identifying appropriate response.
NO. OF QS	10

Paper 1
Reading and Writing

Structure and tasks

PART 4

TASK TYPE AND FORMAT	Right/Wrong/Doesn't say **OR** 3-option multiple choice. One long text or three short texts adapted from authentic newspaper and magazine articles. Seven 3-option multiple-choice items or seven Right/Wrong/Doesn't say items, plus an integrated example.
TASK FOCUS	Reading for detailed understanding and main idea(s).
NO. OF QS	7

PART 5

TASK TYPE AND FORMAT	Multiple-choice cloze. A text adapted from an original source, for example encyclopaedia entries, newspaper and magazine articles. Eight 3-option multiple-choice items, plus an integrated example.
TASK FOCUS	Reading and identifying appropriate structural word (auxiliary verbs, modal verbs, determiners, pronouns, prepositions, conjunctions etc.).
NO. OF QS	8

PART 6

TASK TYPE AND FORMAT	Word completion. Five dictionary definition-type sentences (plus an integrated example). Five words to identify and spell.
TASK FOCUS	Reading and identifying appropriate lexical item, and spelling.
NO. OF QS	5

Structure and tasks

PART 7

TASK TYPE AND FORMAT	Open cloze. Text of type candidates could be expected to write, for example a short letter or email. Ten spaces to fill with one word (plus an integrated example) which must be spelled correctly.
TASK FOCUS	Reading and identifying appropriate word with focus on structure and/or lexis.
NO. OF QS	10

PART 8

TASK TYPE AND FORMAT	Information transfer. Two short input texts, authentic in nature (emails, adverts etc.) to prompt completion of an output text (form, note, etc.). Five spaces to fill on output text with one or more words or numbers (plus an integrated example).
TASK FOCUS	Reading and writing down appropriate words or numbers with focus on content and accuracy.
NO. OF QS	5

PART 9

TASK TYPE AND FORMAT	Guided writing. Either a short input text or rubric to prompt a written response. Three messages to communicate.
TASK FOCUS	Writing a short note, email or postcard of 25–35 words.
NO. OF QS	1

Preparation

General

- The Reading and Writing part of the test takes 1 hour and 10 minutes with a total of 56 questions. Candidates have a question paper and a separate answer sheet on which they record their answers. Efforts are made to keep the language of instructions to candidates as simple as possible, and a worked example is given in Parts 1–8 of the test.
- Reading texts are authentic texts, adapted where necessary so that most of the vocabulary and grammatical structures are accessible to students at this level. However, candidates are expected to be able to make use of interpretation strategies if they encounter unfamiliar lexis or structures.
- Candidates do not need to follow a specific course before attempting *Cambridge English: Key for Schools*. Any general English course for beginners of approximately 200 learning hours which develops reading and writing skills alongside instruction in grammar and vocabulary will be suitable.
- In addition to coursebook reading texts, teachers are advised to give their students every opportunity to read the type of English used in everyday life, for example, short newspaper and magazine articles, advertisements, tourist brochures, instructions, recipes, etc. In dealing with this real-life material, students should be encouraged to develop reading strategies to compensate for their limited linguistic resources, such as the ability to guess unfamiliar words, and the ability to extract the main message from a text. A class library consisting of English language magazines and simplified readers on subjects of interest to students will be a valuable resource.
- Students should also be encouraged to take advantage of real-life occasions for writing short messages to each other and their teacher. They can, for example, write invitations, arrangements for meeting, apologies for missing a class, or notices about lost property. Here the emphasis should be on the successful communication of the intended message, though errors of structure, vocabulary, spelling and punctuation should not be ignored.
- To ensure that candidates fully understand what they will have to do in the Reading and Writing paper, it is advisable for them to become familiar in advance with the different types of test tasks. They should also make sure that they understand how to record their answers on the answer sheet, (page 21).

By part

Parts 1–5 focus particularly on reading.

PART 1

- In Part 1, candidates are tested on their ability to understand the main message of a sign, notice or other very short text. These texts are of the type usually found in schools, shops, sports centres, libraries, cinemas, etc. Wherever possible these texts are authentic and so may contain lexis which is unfamiliar to the candidates, but this should not prevent them from understanding the main message. This is a matching question, requiring candidates to match five sentences to the appropriate sign or notice.

PART 2

- In Part 2, candidates are tested on their knowledge of vocabulary. They are asked to fill the gap in each of five sentences with one of the three options provided. There is a completed example sentence at the beginning. The six sentences are all on the same topic or are linked by a simple story line. Candidates should deal with each sentence individually but be aware that the overall context will help them find the correct answer.

PART 3

- In Part 3, candidates are tested on their ability to understand the language of the routine transactions of daily life.
- Questions 11–15 are multiple choice (three options). Candidates are asked to complete five 2-line conversational exchanges.
- Questions 16–20 are matching questions. Candidates are asked to complete a longer dialogue, by choosing from a list of eight options. These dialogues take place in study and social situations.

PART 4

- In Part 4, candidates are tested on their ability to understand the main ideas and some details of longer texts. These texts come from authentic sources, such as newspaper and magazine articles and collections of short stories, but are adapted to make them accessible to candidates. Texts may include vocabulary which is unfamiliar to the candidates, but this should not interfere with their ability to complete the task.
- The questions in this part may be multiple-choice comprehension questions (with three options) or alternatively, candidates may be asked to decide whether, according to the text, each one of a set of statements is correct or incorrect, or whether there is insufficient information in the text to decide this.

PART 5

- In Part 5, candidates are tested on their knowledge of grammatical structure and usage in the context of a reading text. As with Part 4, texts are adapted from newspaper and magazine articles, encyclopaedias and other authentic sources. Words are deleted from the text and candidates are asked to complete the text by choosing the appropriate word from three options. Deletions mainly focus on structural elements, such as verb forms, determiners, pronouns, prepositions and conjunctions. Understanding of structural relationships at the phrase, clause, sentence or paragraph level is also required.

Parts 6–9 focus particularly on writing.

PART 6

- In Part 6, candidates are asked to produce five items of vocabulary and to spell them correctly. The five items of vocabulary will all belong to the same lexical field, for example, food, things you can find in a school, free-time activities etc. For each word they have to write, candidates are given a 'definition' of the type you can find in a learner's dictionary, followed by the first letter of the required word and a set of dashes to represent the number of remaining letters in the required word. There is a worked example at the beginning.

PART 7

- In Part 7, candidates are asked to complete a gapped text. Texts are short and simple and are of the type candidates at this level may be expected to write, for example, notes, emails and short letters. A text may take the form of a note plus a reply to that note, or may be a single letter. Deletions in the text focus on grammatical structure and vocabulary. Candidates are only asked to produce words which students at this level can be expected to actively use. Correct spelling of the missing words is essential in this part.

PART 8

- In Part 8, candidates complete a simple information transfer task. They are asked to use the information in two short texts (email, advertisement, note, etc.) to complete a note, form, diary entry or other similar type of document. Candidates have to understand the text(s) in order to complete the task, and the focus is on both writing and reading ability. Candidates are expected to understand the vocabulary commonly associated with forms and note taking, for example, name, date, time, cost, etc. The required written production is at word and phrase level, not sentence. Correct spelling is essential in this part.

PART 9

- In Part 9, candidates are given the opportunity to show that they can communicate a written message (25–35 words) of an authentic type, for example a note, email or postcard to a friend. The instructions indicate the type of message required, who it is for and what kind of information should be included. Candidates must respond to the prompts given. All three prompts must be addressed in order to complete the task fully. Alternatively, the candidates may be asked to read and respond appropriately to three elements contained within a short note, email or postcard from a friend.
- In order to help teachers assess the standards required, there are several sample answers to the Writing Part 9 question on page 20, with marks and examiner comments.

PAPER 1 | READING AND WRITING

Reading and Writing • Part 1

Questions 1 – 5

Which notice **(A – H)** says this **(1 – 5)**?
For questions **1 – 5**, mark the correct letter **A – H** on your answer sheet.

Example:

0 You cannot use your phone. *Answer:* 0 | A B C D E F G H (B marked)

1 You should put things back in the right place.

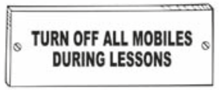
2 Go here if you have lost something.

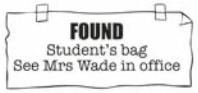
3 You must walk in this place.

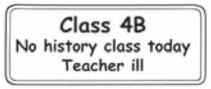
4 These students do not have a lesson.

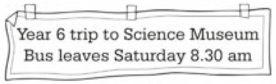
5 You cannot go in through here.

A

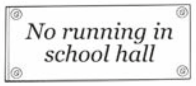

B


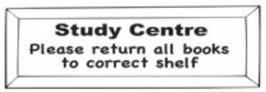
C


D


E


F


G


H


2

Reading and Writing • Part 2

Questions 6 – 10



Read the sentences about an internet café.
Choose the best word **(A, B** or **C)** for each space.
For questions **6 – 10**, mark **A, B** or **C** on your answer sheet.

Example:

0 Last month an internet café .... near Ivan's house.

A opened **B** began **C** arrived *Answer:* 0 | A B C (A marked)

6 The internet café quickly became .... with Ivan and his friends.

A favourite **B** popular **C** excellent

7 It only .... Ivan five minutes to get to the café.

A takes **B** has **C** gets

8 Ivan often .... his friends there after school.

A waits **B** meets **C** goes

9 The café has different .... of computer games that they can play.

A things **B** ways **C** kinds

10 Ivan thinks there is a lot of .... information on the internet.

A certain **B** sure **C** useful

3 **Turn over ►**

Reading and Writing • Part 3

Questions 11 – 15

Complete the five conversations.
For questions **11 – 15**, mark **A**, **B** or **C** on your answer sheet.

Example:

0



Answer: **0** | A ■ | B □ | C □

11 Why didn't you come to the pool yesterday?

- **A** I didn't see them there.
- **B** It was a great time.
- **C** I was doing something else.

12 I have to go home now.

- **A** Have you been before?
- **B** It's still quite early.
- **C** How long was it for?

13 Whose phone is that?

- **A** It's not there.
- **B** Wasn't it?
- **C** I'm not sure.

14 There weren't any more tickets for the match.

- **A** That's a pity.
- **B** It isn't enough.
- **C** I hope so.

15 Shall we play that new computer game?

- **A** It's all right.
- **B** Yes, it is.
- **C** If you'd like to.

4

Questions 16 – 20

Complete the telephone conversation between two friends.
What does Josh say to Matt?
For questions **16 – 20**, mark the correct letter **A – H** on your answer sheet.

Example:

Matt: Hi, Josh. It's Matt.

Josh: **0** ....C....

Answer: **0** | A □ | B □ | C ■ | D □ | E □ | F □ | G □ | H □

Matt: Oh, sorry. I'm phoning about the skateboarding competition this afternoon.

Josh: **16** ....

Matt: Really? There was some information about it in our club magazine.

Josh: **17** ....

Matt: Just from 2.30 till 5 pm. They give out the prizes at 6 pm.

Josh: **18** ....

Matt: The prizes are better this time. The top prize is a skateboard.

Josh: **19** ....

Matt: You're much better than you were last year!

Josh: **20** ....

Matt: Great! See you then.

- **A** I'd like a new one but I don't think I'm good enough to win.
- **B** I didn't see it. Is the competition on all afternoon?
- **C** Hi. You're calling early!
- **D** Do the winners get CDs like last year?
- **E** I wasn't very good then.
- **F** I didn't know that was today.
- **G** I haven't got one of those.
- **H** Maybe, we'll see. Shall we meet in the park at 2.00?

5 Turn over ►

PAPER 1 | READING AND WRITING

Reading and Writing • Part 4

Questions 21 – 27

Read the article about a young swimmer.
Are sentences **21 – 27** 'Right' **(A)** or 'Wrong' **(B)**?
If there is not enough information to answer 'Right' **(A)** or 'Wrong' **(B)**, choose 'Doesn't say' **(C)**.
For questions **21 – 27**, mark **A**, **B** or **C** on your answer sheet.

Ana Johnson



Ana Johnson is a 13-year-old swimmer who lives in Melbourne in Australia. Her dream is to swim for Australia in the next Olympics. She swims in both long and short races and she has already come first in many important competitions.

As well as spending many hours in the pool, Ana also makes time for studying and for friends. 'I have lots of friends who swim and we're very close. It's much easier to have friends who are swimmers because they also have to get up early to practise like me and they understand this kind of life. But I'm not so different from other people my age. In my free time I also enjoy going to the movies and parties. There are also some good things about swimming for a club. I travel a lot for competitions and I've made friends with swimmers from other Australian cities and from other parts of the world.'

Ana is becoming well known in Australia and she believes it is important to get more young people interested in swimming. 'I don't mind talking to journalists and having my photograph taken. But last year I was on TV and that was much more fun.'

6

Example:

0 Ana's home is in Melbourne.

A Right **B** Wrong **C** Doesn't say

Answer: **0** | A ■ B □ C □

21 Ana hopes she will become an Olympic swimmer.

A Right **B** Wrong **C** Doesn't say

22 Ana knows that she is better at short races than long ones.

A Right **B** Wrong **C** Doesn't say

23 Ana has won a lot of swimming competitions.

A Right **B** Wrong **C** Doesn't say

24 It is difficult for Ana to make friends with other people who swim.

A Right **B** Wrong **C** Doesn't say

25 Ana likes doing the same things as other teenagers.

A Right **B** Wrong **C** Doesn't say

26 Ana has met people from different countries at swimming competitions.

A Right **B** Wrong **C** Doesn't say

27 Ana prefers speaking to journalists to being on television.

A Right **B** Wrong **C** Doesn't say

7

Turn over ▶

PAPER 1 | READING AND WRITING

Reading and Writing • Part 5

Questions 28 – 35

Read the article about a circus.
Choose the best word **(A, B or C)** for each space.
For questions **28 – 35**, mark **A, B** or **C** on your answer sheet.

A famous circus



The circus, Cirque du Soleil, began **(0)** .... Montreal, Canada. It was started **(28)** .... the Canadian Guy Laliberté in 1984. When he left college, Laliberté travelled around Europe and earned money **(29)** .... music in the streets. Not long after he returned home, he started Cirque with **(30)** .... friend, Daniel Gauthier. During the 1990s, Cirque grew quickly. It now does shows **(31)** .... over the world and the number of people working for it has grown from 73 to **(32)** .... than 3,500.

The Cirque does not have any animals, but **(33)** .... is music and dance and each show tells a story. **(34)** .... show, which is called Varian, is about a man who could fly. The show starts with him falling from the sky and tells the story of how he **(35)** .... to learn to fly again.

8

Example:

0	**A**	in	**B**	at	**C**	to

Answer: **0** | A ■ B □ C □

28	**A**	from	**B**	by	**C**	of
29	**A**	played	**B**	plays	**C**	playing
30	**A**	their	**B**	his	**C**	its
31	**A**	some	**B**	all	**C**	enough
32	**A**	more	**B**	much	**C**	most
33	**A**	this	**B**	it	**C**	there
34	**A**	One	**B**	Each	**C**	Both
35	**A**	need	**B**	must	**C**	has

9

Turn over ►

PAPER 1 | READING AND WRITING

Reading and Writing • Part 6

Questions 36 – 40

Read the descriptions of some words about the free time that people have.
What is the word for each one?
The first letter is already there. There is one space for each other letter in the word.
For questions **36 – 40**, write the words on your answer sheet.

Example:

0 If you like reading about music and fashion, you may buy this. **m** _ _ _ _ _ _ _

Answer: | **0** | magazine |

36 People who like watching football often go to this place. **s** _ _ _ _ _ _

37 If you enjoy taking photographs, you will need this. **c** _ _ _ _ _

38 People who like swimming in the sea often go here. **b** _ _ _ _

39 You may play this instrument if you like music. **g** _ _ _ _ _

40 If you enjoy camping, you will need to take this with you. **t** _ _ _

10

Reading and Writing • Part 7

Questions 41 – 50

Complete the message left on the internet by a girl from Mexico City.
Write ONE word for each space.
For questions **41 – 50**, write the words on your answer sheet.

Example: | **0** | is |

My name **(0)** .... Elisa Valdez. I'm twelve and I live in Mexico City. I **(41)** .... two brothers, Emilio and Miguel. Both of **(42)** .... are a few years older **(43)** .... me. My sister, Maria, is **(44)** .... youngest in my family and it was her tenth birthday **(45)** .... week.

I love spending time **(46)** .... my friends. We often **(47)** .... shopping or play volleyball together. I really enjoy dancing too. I joined a dance school five years **(48)** .... and I go there twice **(49)** .... week to practise. I've learned a **(50)** .... of interesting things about my country's music and dancing.

11 **Turn over ►**

PAPER 1 | READING AND WRITING

Reading and Writing • Part 8

Questions 51 – 55

Read the invitation and the email.
Fill in the information in Louisa's notes.
For questions **51 – 55**, write the information on your answer sheet.

Come to an ice-skating party
on Saturday
at
Park Ice Rink

Starts at 1.30 p.m.

You won't need any money
but bring a warm sweater.

Let me know if you can come
by Thursday.

Sara

From: Carla
To: Louisa

Shall we go to Sara's ice-skating party together? My dad will take us in the car but we'll need to come back by bus. We'll drive to yours and get you at 12.30. Ring me this afternoon on my mobile (07816 212185) or after 6 p.m. at home (366387) to let me know.

Louisa's Notes
Ice-skating party

Person having party:		Sara
Day:	51	
Time:	52	p.m.
Take:	53	
Travel there by:	54	
Carla's evening phone number:	55	

12

Reading and Writing • Part 9

Question 56

Read the email from your English friend, Alex.

From: Alex
To:

It's great you can come to my house this evening to watch a DVD. What time can you come? Which DVD do you want to watch? What would you like to eat?

Write an email to Alex and answer the questions.
Write **25 – 35** words.
Write the email on your answer sheet.

Do not write your answer here.

You must write your answer for Part 9 on your Answer Sheet.

13

PAPER 1 | READING AND WRITING

Answer key

Q	Part 1
1	H
2	C
3	G
4	D
5	A

Q	Part 2
6	B
7	A
8	B
9	C
10	C

Q	Part 3
11	C
12	B
13	C
14	A
15	C
16	F
17	B
18	D
19	A
20	H

Q	Part 4
21	A
22	C
23	A
24	B
25	A
26	A
27	B

Q	Part 5
28	B
29	C
30	B
31	B
32	A
33	C
34	A
35	C

Q	Part 6
36	stadium
37	camera
38	beach
39	guitar
40	tent

Q	Part 7
41	have
42	them
43	than
44	the
45	last/this
46	with
47	go
48	ago
49	each/every/a/per
50	lot

Q	Part 8
51	Saturday
52	1.30 (p.m.) 13.30 one thirty half past one
53	(a) (warm) sweater
54	car
55	366387

Brackets ( ) indicate optional words.

Assessment of Writing Part 9

- There are 5 marks for Part 9. Candidates at this level are not expected to produce faultless English, but to achieve 5 marks a candidate should write a cohesive message, which successfully communicates all three parts of the message, with only minor grammar and spelling errors. A great variety of fully acceptable answers is possible.

Mark Scheme for Part 9

Mark	Criteria
5	All three parts of message clearly communicated. Only minor spelling errors or occasional grammatical errors.
4	All three parts of message communicated. Some non-impeding errors in spelling and grammar or some awkwardness of expression.
3	All three parts of message attempted. Expression requires interpretation by the reader and contains impeding errors in spelling and grammar. All three parts of the message are included but the context is incorrect. **OR** Two parts of message are clearly communicated. Only minor spelling errors or occasional grammatical errors.
2	Only two parts of message communicated. Some errors in spelling and grammar. The errors in expression may require patience and interpretation by the reader and impede communication.
1	Only one part of the message communicated. Some attempt to address the task but response is very unclear.
0	Question unattempted, or totally incomprehensible response.

Candidates are penalised for not writing the minimum number of words (i.e. fewer than 25). They are not penalised for writing too much, though they are not advised to do so. Candidates also need to think carefully about who the target reader is for each task and try to write in an appropriate style. It is important to write clearly so that the answers are easy to read. However, it is not important if candidates write in upper or lower case, or if their writing is joined up or not.

Sample answers with examiner comments

Candidate A

Dear Alex,
I will come to you at 18.00. I want to watch "Fast and Furious".
I would like to eat chips, pizza and fast-food, and drink cola.

Examiner comments — 5 marks

All three parts of the message clearly communicated.

Candidate B

To Alex,
Yes, it's so great. I arrive at 2.30 and I want to watch Titanic becouse is interesting and nice. I would like the eggs with potatoe or a hamburgers.

Examiner comments — 4 marks

All three parts of the message communicated but there are some non-impeding errors in spelling and grammar.

Candidate C

I'm really happy to come to your house. You can choose the film.
I like cartoons. We can eat a pop-corns and kola, and chisp, swindwich, hamburger and mustard.
Bye

Examiner comments — 3 marks

Two parts of the message are clearly communicated. Information about what time to come is not included. There are only minor spelling errors and occasional grammatical errors.

Candidate D

Hello. I am come to my house last week. DVD is a film. I can you come at 12.30. My favourite eat it's a pizza and chips. My favourite drink a cola. Thank you.

Examiner comments — 2 marks

Only two parts of the message communicated. Information about which DVD to watch is not included. There are errors in grammar which may require patience on the part of the reader.

Candidate E

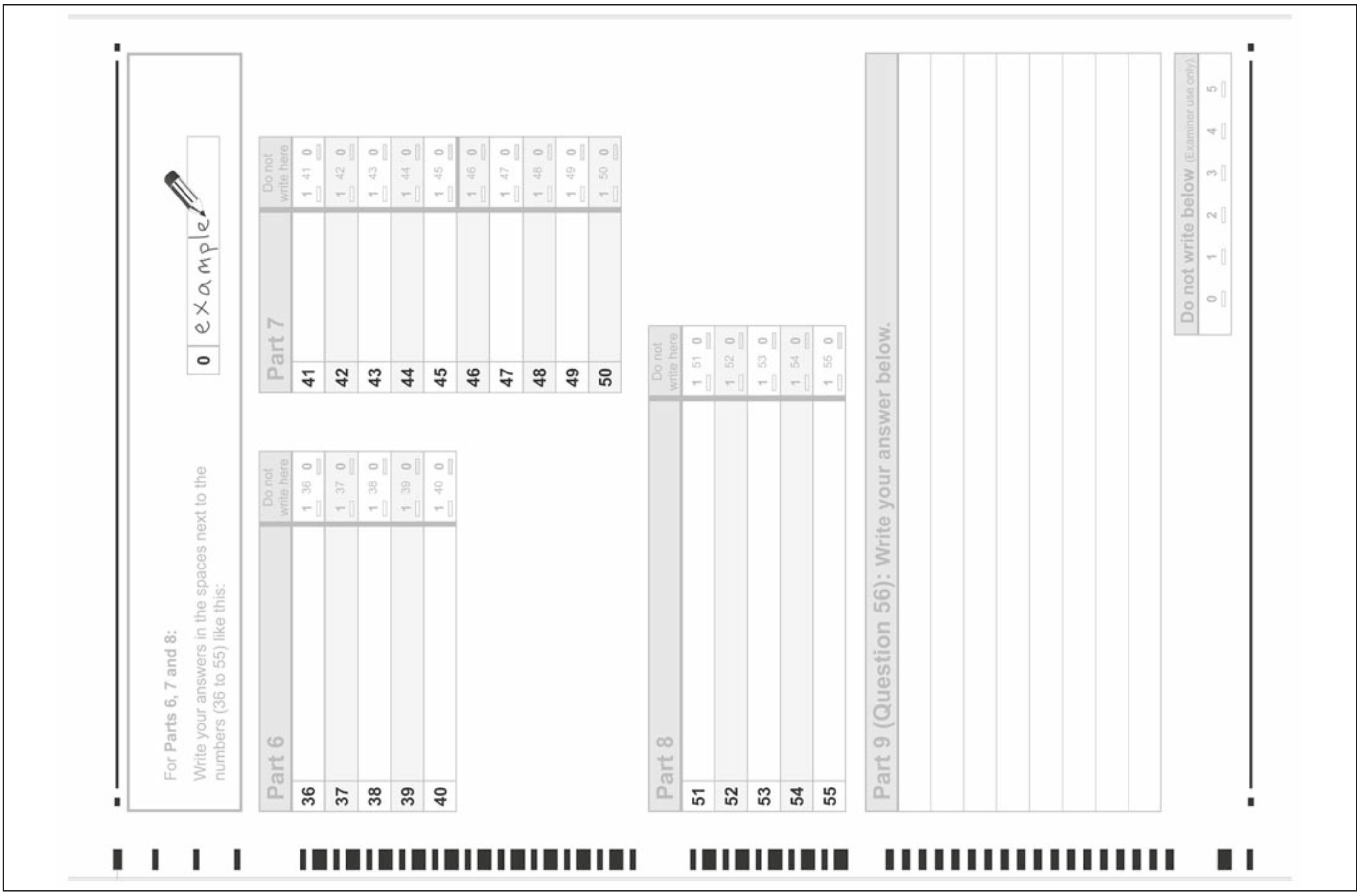
Hello Alex,
I can't wait the moment when I will go to your house.
I would like to see a fantastic film like a Star wars.

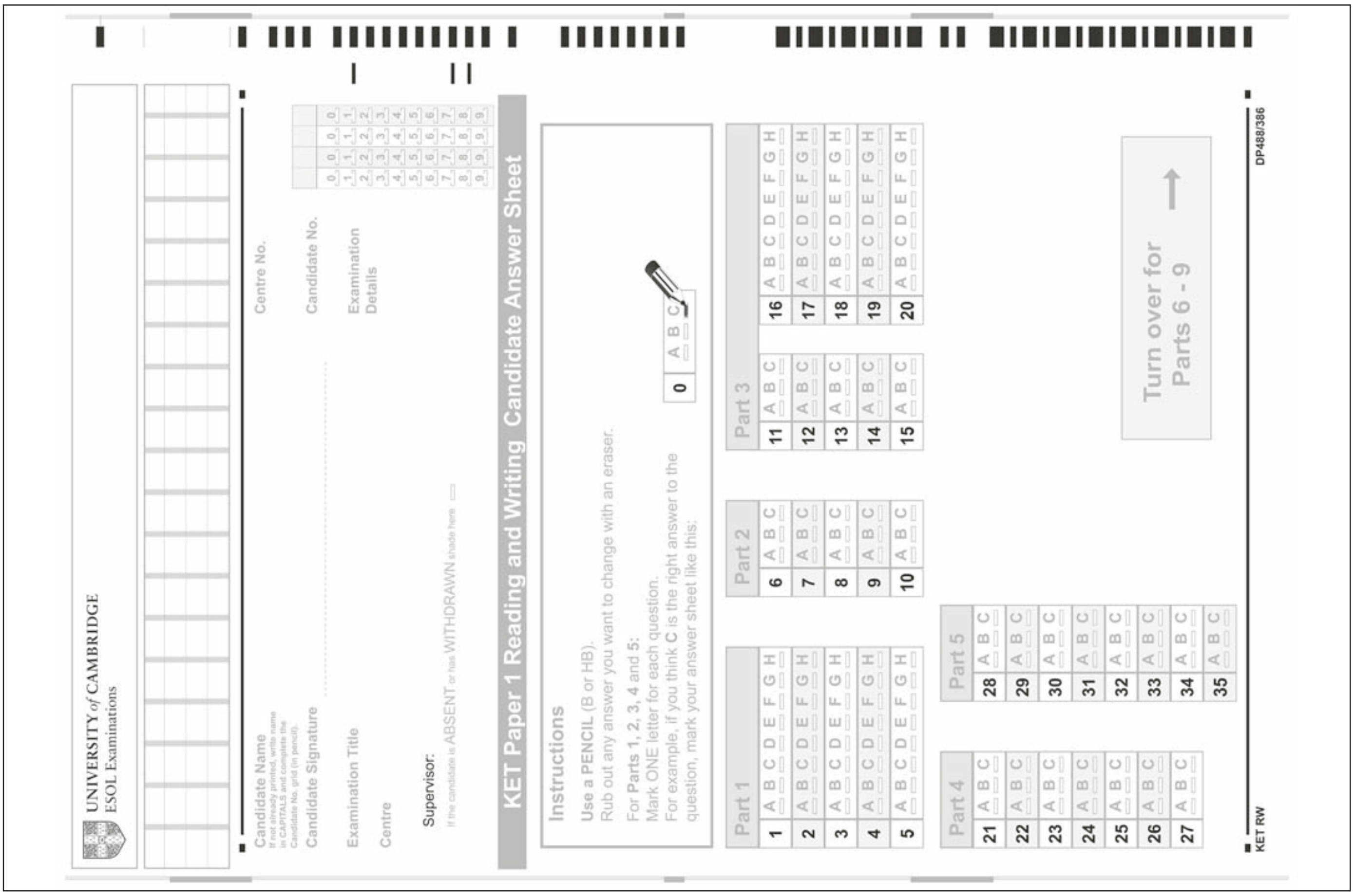
Examiner comments — 1 mark

Only one part of the message communicated

PAPER 1 | READING AND WRITING

Candidate answer sheet





Paper 2
Listening

General description

PAPER FORMAT	The paper contains five parts.
TIMING	About 30 minutes, including 8 minutes to transfer answers.
NO. OF QS	25
TASK TYPES	Matching, multiple choice, gap-fill.
SOURCES	All texts are based on authentic situations, and each part is heard twice.
ANSWERING	Candidates indicate answers either by shading lozenges (Parts 1–3) or writing answers (Parts 4 and 5) on the answer sheet.
MARKS	Each item carries one mark. This gives a total of 25 marks which represents 25% of total marks for the whole examination.

Structure and tasks

PART 1

TASK TYPE AND FORMAT	Three-option multiple choice. Short neutral or informal dialogues. Five discrete 3-option multiple-choice items with visuals, plus one example.
TASK FOCUS	Listening to identify key information (times, prices, days of week, numbers, etc.).
NO. OF QS	5

PART 2

TASK TYPE AND FORMAT	Matching. Longer informal dialogue. Five items (plus one integrated example) and eight options.
TASK FOCUS	Listening to identify key information.
NO. OF QS	5

PART 3

TASK TYPE AND FORMAT	Three-option multiple choice. Longer informal or neutral dialogue. Five 3-option multiple-choice items (plus an integrated example).
TASK FOCUS	Taking the 'role' of one of the speakers and listening to identify key information.
NO. OF QS	5

PART 4

TASK TYPE AND FORMAT	Gap-fill. Longer neutral or informal dialogue. Five gaps to fill with one or more words or numbers, plus an integrated example. Recognisable spelling is accepted, except with very high-frequency words, e.g. 'bus', 'red', or if spelling is dictated.
TASK FOCUS	Listening and writing down information (including spelling of names, places, etc. as dictated on recording).
NO. OF QS	5

PART 5

TASK TYPE AND FORMAT	Gap-fill. Longer neutral or informal monologue. Five gaps to fill with one or more words or numbers, plus an integrated example. Recognisable spelling is accepted, except with very high-frequency words e.g. 'bus', 'red', or if spelling is dictated.
TASK FOCUS	Listening and writing down information (including spelling of names, places, etc. as dictated on recording).
NO. OF QS	5

Preparation

General

- The Listening paper is divided into five parts with a total of 25 questions. The texts are written or adapted by item writers specifically for the test and recorded in a studio to simulate real spoken language. The listening texts are recorded on CD, and each text is heard twice. There are pauses for candidates to look at the questions and to write their answers. The instructions to the candidates on the recording are the same as the instructions on the question paper. Candidates write their answers on the question paper as they listen, and they are then given 8 minutes at the end of the test to transfer these answers to an answer sheet. The complete Listening test, including time for the transfer of answers, takes about 30 minutes.
- Listening is a language skill which should be practised from the early stages of learning English.
- The teacher's first resource is the listening material included in the coursebook. These listening tasks should be made use of regularly in order to build up the confidence which comes from listening to a variety of speakers talking about a range of topics. A major advantage of using recorded material is that teacher and students are in control of the number of times a particular listening text is played, which should be varied. Sometimes students will need several repeats before they are able to extract the information required by a particular listening task, but at other times they should try to see how much they can understand after just one hearing.
- In addition to making regular use of coursebook materials, teachers should take every opportunity to maximise students' exposure to authentic spoken English. Even with beginner level students, English should be used as much as possible as the language of classroom management. Thus from an early stage students become used to following instructions in English and to extracting relevant information from spoken discourse.
- Other sources of authentic listening material include: films, television, videos and DVDs, songs, the internet, British Embassies and Consulates, the British Council, language schools, clubs, youth hostels, teachers of English and any other speakers of English, such as tourists, friends and family.
- In listening to real-life spoken English, students should be encouraged to develop listening strategies such as picking out important information, and deducing meaning from context by focusing on key words and ignoring unimportant or unfamiliar terms.
- Students should also become familiar with the task types in the *Cambridge English: Key for Schools* Listening paper, and make sure they know how to record their answers on the answer sheet (page 30).
- Candidates should tell the supervisor of the Listening test as soon as possible if they have difficulty hearing the recording. It is important to let the supervisor know this at the beginning of the recording before the Listening test begins properly.

By part

PART 1

- In Part 1, candidates are tested on their ability to identify simple factual information in five separate short conversational exchanges. The short conversations are either between friends or relatives, or between a member of the public and a shop assistant, etc. The information focused on in these dialogues is, for example, prices, numbers, times, dates, locations, directions, shapes, sizes, weather, descriptions of people and current actions.
- On the question paper, the candidates see a simple question and three multiple-choice options based on pictures. There are five questions in Part 1.

PART 2

- In Part 2, candidates are tested on their ability to identify simple factual information in a longer conversation. The conversation is an informal one between two people who know each other. The topic will be one of personal interest to the speakers, for example, daily life, free-time activities, etc.
- Candidates show their understanding of the conversation by matching two lists of items, for example, people with the food they like to eat, or days of the week with activities.

PART 3

- In Part 3, candidates are also tested on their ability to identify simple factual information. The listening text is usually an informal conversation between two people who know each other about a topic of personal interest to the speakers.
- In this part, candidates show their understanding of the conversation by answering five multiple-choice questions, each with three options.

PARTS 4 AND 5

- In Parts 4 and 5, candidates are tested on their ability to extract specific factual information from a dialogue or monologue and write it down. The dialogue or monologue is in a neutral context, for example, in shops, schools, etc. A monologue may be a recorded message. The information to be extracted is of a practical nature, for example, opening times, entrance fees, etc.
- Candidates are asked to complete a message or notes by extracting information from the listening text and writing it down. Information to be written down consists of numbers, times, dates, prices, spellings and words. In each case, candidates are required to write down one or two words or numbers. Completely accurate spelling is not required, except where a name has been spelled out in the listening text or when it is a simple high-frequency word.

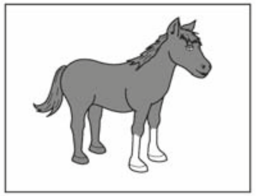
PAPER 2 | **LISTENING**

Listening • Part 1

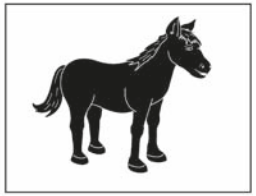
Questions 1 – 5

You will hear five short conversations.
You will hear each conversation twice.
There is one question for each conversation.
For each question, choose the right answer (**A**, **B** or **C**).

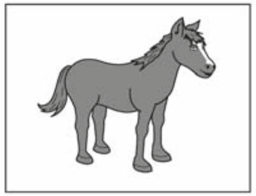
Example: Which is the girl's horse?



(A)



B



C

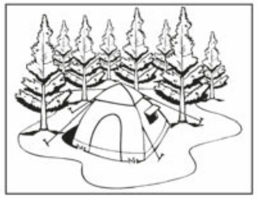
1 How many children went on the school trip?

A	B	C
6	12	18

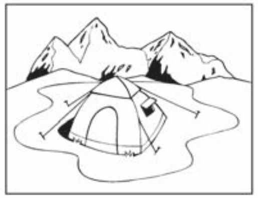
2 Which campsite did Josh stay at last year?



A



B



C

2

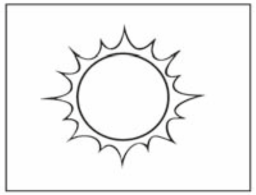
3 How much is the skirt?

A	B	C
£15	£20	£25

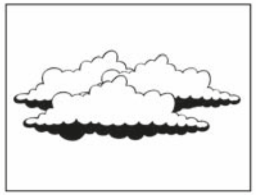
4 What's the weather like now?



A

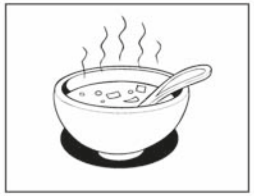


B

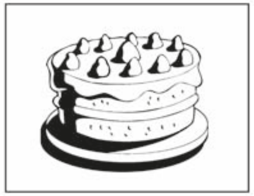


C

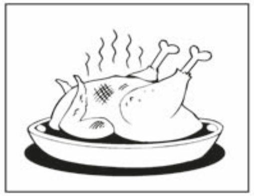
5 What will the girl cook?



A



B



C

3

Turn over▶

PAPER 2 | LISTENING

Listening • Part 2

Questions 6 – 10

Listen to Nick talking to a friend about his birthday presents
What present did each person give him?
For questions **6 – 10** write a letter **A – H** next to each person.
You will hear the conversation twice.

Example:

0 Cousin [**B**]

PEOPLE		PRESENTS
6 Mum	[ ]	**A** bike
7 Brother	[ ]	**B** book
8 Aunt	[ ]	**C** cinema tickets
9 Uncle	[ ]	**D** clothes
10 Grandmother	[ ]	**E** computer game
		F mobile phone
		G money
		H music CD

4

Listening • Part 3

Questions 11 – 15

Listen to Susie talking to her friend Matt about going to the cinema.
For each question choose the right answer (**A**, **B** or **C**).
You will hear the conversation twice.

Example:

0 Who is going to the cinema with Susie?

(**A**) Jane
B Sam
C Pete

11 Which film will they see?

A *Sunny Day*
B *Field of Green*
C *Heart of Gold*

12 They are going to the cinema

A by the market.
B in the shopping centre.
C opposite the park.

13 How will they get there?

A by car
B on foot
C by bus

14 Matt should meet Susie at

A 3.45.
B 4.15.
C 4.20.

15 The cinema tickets will cost

A £5.50.
B £6.20.
C £8.00.

5

Turn over▶

PAPER 2 | **LISTENING**

Listening • Part 4

Questions 16 – 20

You will hear a girl, Milly asking a friend about guitar lessons.
Listen and complete each question.
You will hear the conversation twice.

Guitar lessons

Day:	*Saturday*
Teacher's name:	**(16)** ....
Price per hour:	**(17)** £ ....
Place of lesson:	*34 Purley Lane, near the* **(18)** ....
Teacher's phone number:	**(19)** ....
Must call before:	**(20)** .... *p.m.*

6

Listening • Part 5

Questions 21 – 25

You will hear a man on the radio talking about a new TV quiz show.
Listen and complete each question.
You will hear the information twice.

New quiz show

Name:	*Answer That!*
Day:	**(21)** ....
Number of teams:	**(22)** ....
Questions will be about:	*Films, TV and* **(23)** ....
This week's prize:	**(24)** ....
To be on the show, phone:	**(25)** ....

You now have 8 minutes to write your answers on the answer sheet.

7

PAPER 2 | **LISTENING**

Tapescript

This is the Cambridge English: Key for Schools Listening Sample Paper. There are five parts to the test. Parts One, Two, Three, Four and Five.

We will now stop for a moment before we start the test. Please ask any questions now because you must NOT speak during the test.

Now look at the instructions for Part One.

You will hear five short conversations.

You will hear each conversation twice.

There is one question for each conversation.

For each question, choose the right answer, A, B or C.

Here is an example:

Which is the girl's horse?

Boy: Is that your horse over there, with the white face?

Girl: No. Mine is the one with two white legs. Isn't she pretty?

Boy: Oh yes, standing next to the black one.

Girl: That's right. Would you like to ride her?

The answer is A.

Now we are ready to start.

Look at question one.

1 How many children went on the school trip?

Man: Did you enjoy your school trip, James? Did everyone in your class go?

James: No, twelve people stayed behind, so there were eighteen of us. We had a great time.

Man: Where did you all sleep?

James: We had small rooms with six beds in each one. It was lots of fun.

Now listen again.

2 Which campsite did Josh stay at last year?

Woman: Where did you go on holiday last year Josh? Did you go to that campsite by the sea again?

Josh: We couldn't because it was full. But we found an even nicer one, in a forest.

Woman: Are you going there again this year?

Josh: My dad wants to try one in the mountains this year.

Now listen again.

3 How much is the skirt?

Sophie: Mum, will you buy me this skirt?

Mother: How much is it, Sophie? I don't want to spend more than twenty pounds.

Sophie: Well, this ticket says twenty-five pounds but I think everything in this part of the shop is in the sale.

Mother: Oh yes, look, it's fifteen pounds. OK then, but that's the last thing I'm buying today.

Now listen again.

4 What's the weather like now?

Boy: Pete, it's stopped raining. Shall we go out for a bike ride?

Pete: I'm watching TV now. Anyway, it's still cloudy. I think it's going to rain again.

Boy: Oh all right. Shall we go tomorrow if it's sunny?

Pete: Yes, OK.

Now listen again.

5 What will the girl cook?

Girl: Mum, can I do some cooking?

Mother: I suppose so. What do you want to make, a cake?

Girl: No one liked the one I made last week. Can I make some soup this time?

Mother: OK. We can have it for lunch. I'm cooking roast chicken for dinner tonight.

Now listen again.

This is the end of Part One.

PAPER 2 | LISTENING

Now look at Part Two.

Listen to Nick talking to a friend about his birthday presents.

What present did each person give him?

For questions 6–10, write a letter A–H next to each person. You will hear the conversation twice.

Girl: Hi Nick. What's that you're reading?

Nick: It's a book my cousin got me for my birthday. It's really interesting.

Girl: Oh yes, I forgot it was your birthday. What did you get from your mum?

Nick: Well, I asked for a new bike, but she bought me this phone instead. I can listen to music on it and take pictures!

Girl: Oh! And what did your brother get you? A computer game?

Nick: He bought me this jacket. Do you like it?

Girl: It's great. Did your aunt buy you anything?

Nick: Well, she usually gives me money. But this year she got me two tickets to see a film.

Girl: And what about your uncle? He knows a lot about music doesn't he?

Nick: Yes, he usually buys me a CD. But this time he gave me twenty pounds and told me to choose something myself.

Girl: And did your grandmother give you anything?

Nick: Well, I often get clothes from her, but this year she gave me a computer game. My brother helped her choose it!

Now listen again.

This is the end of Part Two.

Now look at Part Three.

Listen to Susie talking to her friend Matt about going to the cinema.

For each question, choose the right answer, A, B or C.

You will hear the conversation twice.

Look at questions 11–15 now. You have twenty seconds.

Now listen to the conversation.

Susie: Hi Matt. Would you like to come to the cinema with me and Jane on Saturday? We asked Sam and Pete too but they're both busy.

Matt: What are you going to see Susie?

Susie: Field of Green. It's got Johnny Delaicey in it.

Matt: Oh, yes, I know. He was in Sunny Day and Heart of Gold. Is it on at the cinema in the shopping centre?

Susie: That one's closed. We're going to the one opposite the park. It's not on at the one by the market.

Matt: And how are you getting there?

Susie: My mum can't drive us, so we're going to walk from my house. We can get the bus back afterwards.

Matt: OK. What time shall I be at your house then?

Susie: Well, the film starts at four-fifteen, so come at a quarter to four. It takes about twenty minutes to get there.

Matt: Fine. And how much money should I bring? Tickets are five pounds fifty aren't they?

Susie: These are more. They're six pounds twenty for this film. I'm taking eight pounds so I can get a drink as well.

Matt: Good idea. See you later!

Now listen again.

This is the end of Part Three.

Now look at Part Four.

You will hear a girl, Milly, asking a friend about guitar lessons.

Listen and complete each question.

You will hear the conversation twice.

Milly: Hello Dan, it's Milly here.

Dan: Hi.

Milly: I'm phoning to ask about your guitar lessons. My parents are thinking about buying me an electric guitar.

Dan: Oh, great. Well, the teacher I go to gives lessons every Saturday morning.

Milly: What's the teacher's name?

Dan: She's called Alison Gayle. She's very good.

Milly: How do you spell her surname?

Dan: It's G A Y L E.

Milly: And how much is a lesson? My parents don't want to pay more than thirty pounds.

Dan: It's twenty-six pounds fifty for an hour. But you can have a shorter lesson if you like. I pay seventeen pounds fifty for forty minutes.

Milly: That sounds good. And where do you have the lessons? At her house?

Dan: That's right. She lives at 34 Purley Lane. It's close to the city centre. You'll find it easily.

Milly: Have you got her phone number?

Dan: Yes, it's 01253 664 783.

Milly: Thanks Dan. I'll call her tonight.

Dan: OK. Make sure you call between six o'clock and nine o'clock. She doesn't like it if people call later than that.

Milly: All right. Thanks for your help Dan.

Now listen again.

This is the end of Part Four.

PAPER 2 | **LISTENING**

Now look at Part Five.

You will hear a man on the radio talking about a new TV quiz show.

Listen and complete each question.

You will hear the information twice.

Man: Now, listen carefully! I want to tell you about a new TV quiz show for children. It's called Answer That, and it will be on channel five at four o'clock every Thursday. It will be just like the popular adult quiz show on the same channel on Monday afternoons. I'm sure you've all seen that!

Every week there will be forty-eight children on the programme. They will be in eight teams, and each team will have six children.

The questions will be easy at the beginning of the quiz and then they will get more difficult. They will all be about films, music and TV. At the end there will be only one team left – the winners.

There will be some great prizes. This week the winners will all get a new camera. Everyone loves taking photos. Next week the first prize is a laptop. If you would like to be on Answer That, then call 05735 789 655. Just give your name, age and school address, and maybe you will be on TV soon!

Now listen again.

This is the end of Part Five.

You now have eight minutes to write your answers on the answer sheet.

You have one more minute.

This is the end of the test.

PAPER 2 | LISTENING

Answer key and candidate answer sheet

Q	Part 1
1	C
2	B
3	A
4	C
5	A

Q	Part 2
6	F
7	D
8	C
9	G
10	E

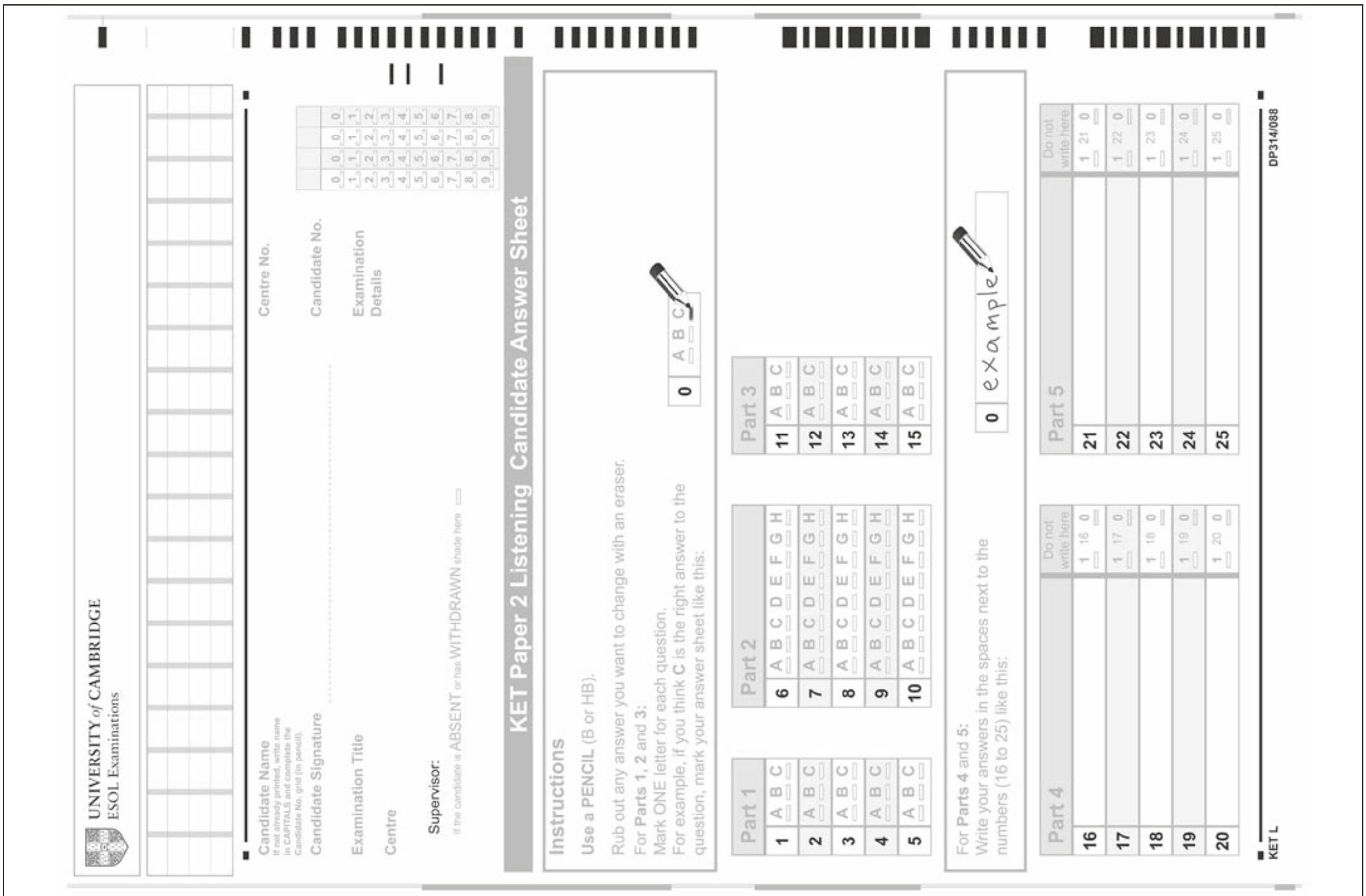
Q	Part 3
11	B
12	C
13	B
14	A
15	B

Q	Part 4
16	(Alison) GAYLE
17	26.50
18	city centre/center
19	01253 664 783
20	9/nine

Q	Part 5
21	Thursday
22	8/eight
23	music
24	(a new) camera
25	05735 789 655

Brackets ( ) indicate optional words.

Candidate answer sheet


UNIVERSITY of CAMBRIDGE ESOL Examinations

Candidate Name
If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

Candidate Signature

Examination Title

Centre

Supervisor:
If the candidate is ABSENT or has WITHDRAWN shade here

Centre No.

Candidate No.

Examination Details

KET Paper 2 Listening Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB).

Rub out any answer you want to change with an eraser.

For Parts 1, 2 and 3:
Mark ONE letter for each question.
For example, if you think C is the right answer to the question, mark your answer sheet like this:

0 A B C

For Parts 4 and 5:
Write your answers in the spaces next to the numbers (16 to 25) like this:

0 example

Part 1	A	B	C
1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C

Part 2	A	B	C	D	E	F	G	H
6	A	B	C	D	E	F	G	H
7	A	B	C	D	E	F	G	H
8	A	B	C	D	E	F	G	H
9	A	B	C	D	E	F	G	H
10	A	B	C	D	E	F	G	H

Part 3	A	B	C
11	A	B	C
12	A	B	C
13	A	B	C
14	A	B	C
15	A	B	C

Part 4		Do not write here
16		1 16 0
17		1 17 0
18		1 18 0
19		1 19 0
20		1 20 0

Part 5		Do not write here
21		1 21 0
22		1 22 0
23		1 23 0
24		1 24 0
25		1 25 0

DP314/088

KET L

Paper 3
Speaking

General description

PAPER FORMAT	The paper contains two parts.
TIMING	8–10 minutes per pair of candidates.
NO. OF PARTS	2
INTERACTION PATTERN	The standard format is two candidates and two examiners. One examiner acts as interlocutor and manages the interaction by asking questions and setting up the tasks. The other acts as assessor and does not join in the conversation.
TASK TYPES	Short exchanges with the examiner and an interactive task involving both candidates.
MARKS	Candidates are assessed on their performance throughout the test. Candidates are not expected to produce completely accurate or fluent language, but they are expected to interact appropriately and intelligibly. The emphasis in assessment is on the ability to communicate clearly.

Structure and tasks

PART 1

TASK TYPE AND FORMAT	Each candidate interacts with the interlocutor. The interlocutor asks the candidates questions. The interlocutor follows an interlocutor frame to guide the conversation, ensure standardisation and control the level of input.
FOCUS	Language normally associated with meeting people for the first time, giving information of a factual personal kind. Biodata-type questions to respond to.
TIMING	5–6 minutes

PART 2

TASK TYPE AND FORMAT	Candidates interact with each other. The interlocutor sets up the activity using a standardised rubric. Candidates ask and answer questions using prompt material.
FOCUS	Factual information of a non-personal kind related to daily life.
TIMING	3–4 minutes

Preparation

General

- The Speaking test has two parts and lasts 8 to 10 minutes, involving two examiners and a pair of candidates. One examiner is an interlocutor while the other, who takes no part in the interaction, is an assessor. The Speaking component contributes 25% of the marks for the whole test.
- It is important that the speaking skill is developed alongside the other language skills. This may best be done by making English the language of classroom management, and by encouraging students to communicate with each other and with the teacher in English.
- Candidates should be able to respond appropriately to questions asking for simple information about themselves. They should, for example, be able to give their name (including spelling it), country of origin, subject of study; give information about their family, home town, school, free-time activities and talk simply about their likes and dislikes.
- Simple role plays in which students are required to ask and answer questions will provide useful practice. Such role plays should focus on everyday language and situations and involve questions about daily activities and familiar experiences, or feature exchanging information about such things as charges and opening times of, for example, a local sports centre.
- Practising for the *Cambridge English: Key for Schools* Speaking component will help students prepare for possible real-life situations. This will encourage students to use spoken language, increase their confidence in their language ability and help them develop a positive attitude towards the language learning process.

By part

PART 1

- This takes 5 to 6 minutes. In this part, each candidate interacts with the interlocutor, using the language normally associated with meeting people for the first time, giving factual information of a personal kind, for example, name, place of origin, study, family etc. Candidates are also expected to be able to talk about their daily life, interests, likes, etc.

PART 2

- This takes 3 to 4 minutes. In this part, the two candidates interact with each other. This involves asking and answering questions about factual information of a non-personal kind. Prompt cards are used to stimulate questions and answers which will be related to daily life, leisure activities and social life (including references to places, times, services, where to go, how to get there, what to eat, etc.).

PAPER 3 | SPEAKING

Part 2 3 – 4 minutes (Prompt card activity)

Prompt cards are used to stimulate questions and answers of a non-personal kind. The interlocutor reads out instructions and gives a question card to one candidate and an answer card to the other. After the candidates have asked and answered the questions, they change roles, as in the example below.

Example

The interlocutor reads out these instructions and gives a question card to Candidate B and an answer card to Candidate A.

> **Candidate A, there is some information about a skateboarding competition. Candidate B, you don't know anything about the skateboarding competition, so ask A some questions about it. Now B, ask A your questions about the skateboarding competition and A, you answer them.**

Candidate A – your answers

Skateboarding Competition
for anyone 11 – 15 years old

at
Green Park
20 June



1st prize
New Skateboard
visit www.citynews.com for more information

Candidate B – your questions

Skateboarding Competition



- where ?
- for children ?
- date ?
- website ?
- what / win ?

There is a variety of acceptable questions which may be produced using this material. For example:

> Where is the competition?
> Is the competition for children?
> What date is it?
> Is there a website address?
> What can you win?

The examiner will stop the interaction after 4 or 5 questions have been asked and answered. A different set of prompt cards is then given out, so that Candidate A has the opportunity to ask questions and Candidate B to answer them. In this example, the questions are about a theatre school.

> **Candidate B, here is some information about a theatre school. Candidate A, you don't know anything about the theatre school, so ask B some questions about it. Now A, ask B your questions about the theatre school and B, you answer them.**

Candidate B – your answers

"Lenny Grade"



Theatre School
22 High Street

We'll teach you to act, sing and dance!

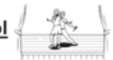
Classes 3 to 5 p.m. Every Saturday

Fee: £35 a month

Visit: www.theatre.com

Candidate A – your questions

Theatre school



- name / school ?
- what / learn ?
- when / classes ?
- cost ?
- address ?

Assessment of Speaking

Examiners and marking

The quality assurance of Speaking Examiners (SEs) is managed by Team Leaders (TLs). TLs ensure all examiners successfully complete examiner training and regular certification of procedure and assessment before they examine. TLs are in turn responsible to a Professional Support Leader (PSL) who is the professional representative of Cambridge ESOL for the Speaking tests in a given country or region.

Annual examiner certification involves attendance at a face-to-face meeting to focus on and discuss assessment and procedure, followed by the marking of sample Speaking tests in an online environment. Examiners must complete standardisation of assessment for all relevant levels each year and are regularly monitored during live testing sessions.

Assessment scales

Throughout the test candidates are assessed on their own individual performance and not in relation to each other. They are awarded marks by two examiners: the assessor and the interlocutor. The assessor awards marks by applying performance descriptors from the analytical assessment scales for the following criteria:

- Grammar and Vocabulary
- Pronunciation
- Interactive Communication

The interlocutor awards a mark for global achievement using the global achievement scale.

Assessment for *Cambridge English: Key for Schools* is based on performance across all parts of the test, and is achieved by applying the relevant descriptors in the assessment scales. The assessment scales for *Cambridge English: Key for Schools* (shown on page 35) are extracted from the overall Speaking scales on page 36.

Cambridge English: Key for Schools Speaking Examiners use a more detailed version of the following Assessment Scale, extracted from the overall Speaking scales on page 36.

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	*Performance shares features of Bands 3 and 5.*		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	*Performance below Band 1.*		

A2	Global Achievement
5	• Handles communication in everyday situations, despite hesitation. • Constructs longer utterances but is not able to use complex language except in well-rehearsed utterances.
4	*Performance shares features of Bands 3 and 5.*
3	• Conveys basic meaning in very familiar everyday situations. • Produces utterances which tend to be very short – words or phrases – with frequent hesitation and pauses.
2	*Performance shares features of Bands 1 and 3.*
1	• Has difficulty conveying basic meaning even in very familiar everyday situations. • Responses are limited to short phrases or isolated words with frequent hesitation and pauses.
0	*Performance below Band 1.*

Overall Speaking scales

	Grammatical Resource	Lexical Resource	Discourse Management	Pronunciation	Interactive Communication
	• Maintains control of a wide range of grammatical forms and uses them with flexibility.	• Uses a wide range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics.	• Produces extended stretches of language with flexibility and ease and very little hesitation. • Contributions are relevant, coherent, varied and detailed. • Makes full and effective use of a wide range of cohesive devices and discourse markers.	• Is intelligible. • Phonological features are used effectively to convey and enhance meaning.	• Interacts with ease by skilfully interweaving his/her contributions into the conversation. • Widens the scope of the interaction and develops it fully and effectively towards a negotiated outcome.
C2	• Maintains control of a wide range of grammatical forms.	• Uses a wide range of appropriate vocabulary to give and exchange views on unfamiliar and abstract topics.	• Produces extended stretches of language with ease and with very little hesitation. • Contributions are relevant, coherent and varied. • Uses a wide range of cohesive devices and discourse markers.	• Is intelligible. • Intonation is appropriate. • Sentence and word stress is accurately placed. • Individual sounds are articulated clearly.	• Interacts with ease, linking contributions to those of other speakers. • Widens the scope of the interaction and negotiates towards an outcome.
C1	• Shows a good degree of control of a range of simple and some complex grammatical forms.	• Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.	• Produces extended stretches of language with very little hesitation. • Contributions are relevant and there is a clear organisation of ideas. • Uses a range of cohesive devices and discourse markers.	• Is intelligible. • Intonation is appropriate. • Sentence and word stress is accurately placed. • Individual sounds are articulated clearly.	• Initiates and responds appropriately, linking contributions to those of other speakers. • Maintains and develops the interaction and negotiates towards an outcome.
	Grammar and Vocabulary				
B2	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses appropriate vocabulary to give and exchange views, on a range of familiar topics.		• Produces extended stretches of language despite some hesitation. • Contributions are relevant and there is very little repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
B1	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.		• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
A2	• Shows sufficient control of simple grammatical forms. • Uses appropriate vocabulary to talk about everyday situations.			• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
A1	• Shows only limited control of a few grammatical forms. • Uses a vocabulary of isolated words and phrases.			• Has very limited control of phonological features and is often unintelligible.	• Has considerable difficulty maintaining simple exchanges. • Requires additional prompting and support.

Cambridge ESOL Speaking Assessment

Glossary of terms

1. GENERAL	
Conveying basic meaning	**Conveying basic meaning:** the ability of candidates to get their message across to their listeners, despite possible inaccuracies in the structure and/or delivery of the message.
Situations and topics	**Everyday situations:** situations that candidates come across in their everyday lives, e.g. having a meal, asking for information, shopping, going out with friends or family, travelling to school or work, taking part in leisure activities. A *Cambridge English: Key (KET)* task that requires candidates to exchange details about a store's opening hours exemplifies an everyday situation. **Familiar topics:** topics about which candidates can be expected to have some knowledge or personal experience. *Cambridge English: First (FCE)* tasks that require candidates to talk about what people like to do on holiday, or what it is like to do different jobs, exemplify familiar topics. **Unfamiliar topics:** topics which candidates would not be expected to have much personal experience of. *Cambridge English: Advanced (CAE)* tasks that require candidates to speculate about whether people in the world today only care about themselves, or the kinds of problems that having a lot of money can cause, exemplify unfamiliar topics. **Abstract topics:** topics which include ideas rather than concrete situations or events. *Cambridge English: Proficiency (CPE)* tasks that require candidates to discuss how far the development of our civilisation has been affected by chance discoveries or events, or the impact of writing on society, exemplify abstract topics.
Utterance	**Utterance:** people generally write in sentences and they speak in utterances. An utterance may be as short as a word or phrase, or a longer stretch of language.

2. GRAMMAR AND VOCABULARY	
Appropriacy of vocabulary	**Appropriacy of vocabulary:** the use of words and phrases that fit the context of the given task. For example, in the utterance *I'm very sensible to noise*, the word *sensible* is inappropriate as the word should be *sensitive*. Another example would be *Today's big snow makes getting around the city difficult*. The phrase *getting around* is well suited to this situation. However, *big snow* is inappropriate as *big* and *snow* are not used together. *Heavy snow* would be appropriate.
Flexibility	**Flexibility:** the ability of candidates to adapt the language they use in order to give emphasis, to differentiate according to the context, and to eliminate ambiguity. Examples of this would be reformulating and paraphrasing ideas.
Grammatical control	**Grammatical control:** the ability to consistently use grammar accurately and appropriately to convey intended meaning. Where language specifications are provided at lower levels (as in *Cambridge English: Key (KET)* and *Cambridge English: Preliminary (PET)*), candidates may have control of only the simplest exponents of the listed forms. **Attempts at control:** sporadic and inconsistent use of accurate and appropriate grammatical forms. For example, the inconsistent use of one form in terms of structure or meaning, the production of one part of a complex form incorrectly or the use of some complex forms correctly and some incorrectly. Spoken language often involves false starts, incomplete utterances, ellipsis and reformulation. Where communication is achieved, such features are not penalised.

2. GRAMMAR AND VOCABULARY	
Grammatical forms	**Simple grammatical forms:** words, phrases, basic tenses and simple clauses. **Complex grammatical forms:** longer and more complex utterances, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.
Range	**Range:** the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.

3. DISCOURSE MANAGEMENT	
Coherence and cohesion	**Coherence and cohesion** are difficult to separate in discourse. Broadly speaking, coherence refers to a clear and logical stretch of speech which can be easily followed by a listener. Cohesion refers to a stretch of speech which is unified and structurally organised.
Coherence and cohesion	Coherence and cohesion can be achieved in a variety of ways, including with the use of cohesive devices, related vocabulary, grammar and discourse markers. **Cohesive devices:** words or phrases which indicate relationships between utterances, e.g. addition (*and, in addition, moreover*); consequence (*so, therefore, as a result*); order of information (*first, second, next, finally*). At higher levels, candidates should be able to provide cohesion not just with basic cohesive devices (e.g. *and, but, or, then, finally*) but also with more sophisticated devices (e.g. *therefore, moreover, as a result, in addition, however, on the other hand*). **Related vocabulary:** the use of several items from the same lexical set, e.g. *train, station, platform, carriage*; or *study, learn, revise*. **Grammatical devices:** essentially the use of reference pronouns (e.g. *it, this, one*) and articles (e.g. *There are two women in the picture. The one on the right …*). **Discourse markers:** words or phrases which are primarily used in spoken language to add meaning to the interaction, e.g. *you know, you see, actually, basically, I mean, well, anyway, like.*
Extent/extended stretches of language	**Extent/extended stretches of language:** the amount of language produced by a candidate which should be appropriate to the task. Long turn tasks require longer stretches of language, whereas tasks which involve discussion or answering questions could require shorter and extended responses.
Relevance	**Relevance:** a contribution that is related to the task and not about something completely different.

Repetition	**Repetition:** repeating the same idea instead of introducing new ideas to develop the topic.

4. PRONUNCIATION

Intelligible	**Intelligible:** a contribution which can generally be understood by a non-EFL/ESOL specialist, even if the speaker has a strong or unfamiliar accent.
Phonological features	**Phonological features** include the pronunciation of individual sounds, word and sentence stress and intonation. **Individual sounds** are: • Pronounced vowels, e.g. the /æ/ in cat or the /e/ in bed • Diphthongs, when two vowels are rolled together to produce one sound, e.g. the /əʊ/ in host or the /eɪ/ in hate • Consonants, e.g. the /k/ in cut or the /f/ in fish. **Stress:** the emphasis laid on a syllable or word. Words of two or more syllables have one syllable which stands out from the rest because it is pronounced more loudly and clearly, and is longer than the others, e.g. im<u>POR</u>tant. Word stress can also distinguish between words, e.g. pro<u>TEST</u> vs <u>PRO</u>test. In sentences, stress can be used to indicate important meaning, e.g. *WHY is that one important?* versus *Why is THAT one important?* **Intonation:** the way the voice rises and falls, e.g. to convey the speaker's mood, to support meaning or to indicate new information.

5. INTERACTIVE COMMUNICATION

Development of the interaction	**Development of the interaction:** actively developing the conversation, e.g. by saying more than the minimum in response to the written or visual stimulus, or to something the other candidate/interlocutor has said, or by proactively involving the other candidate with a suggestion or question about further developing the topic (e.g. *What about bringing a camera for the holiday?* or *Why's that?*).
Initiating and Responding	**Initiating:** starting a new turn by introducing a new idea or a new development of the current topic. **Responding:** replying or reacting to what the other candidate or the interlocutor has said.
Prompting and Supporting	**Prompting:** instances when the interlocutor repeats, or uses a backup prompt or gesture in order to get the candidate to respond or make a further contribution. **Supporting:** instances when one candidate helps another candidate, e.g. by providing a word they are looking for during a discussion activity, or helping them develop an idea.
Turn and Simple exchange	**Turn:** everything a person says before someone else speaks. **Simple exchange:** a brief interaction which typically involves two turns in the form of an initiation and a response, e.g. question-answer, suggestion-agreement.

Cambridge English: Key for Schools Glossary

Answer Sheet	the form on which candidates record their responses.
Assessor	the Speaking test examiner who assigns a score to a candidate's performance, using analytical criteria to do so.
Cloze Test	a type of gap-filling task in which whole words have been removed from a text and which candidates must replace.
Discourse	written or spoken communication.
Gap-Filling Item	any type of item which requires the candidate to insert some written material – letters, numbers, single words, phrases, sentences or paragraphs – into spaces in the text. The response may be supplied by the candidate or selected from a set of options.
Gist	the central theme or meaning of the text.
Impeding Error	an error which prevents the reader from understanding the word or phrase.
Interlocutor	the Speaking test examiner who conducts the test and makes a global assessment of each candidate's performance.
Item	each testing point in a test which is given a separate mark or marks.
Key	the correct answer to an item.
Lexical	adjective from lexis, meaning to do with vocabulary.
Long Turn	the opportunity in the Speaking test for a candidate to talk uninterrupted for a period of time, enabling them to produce an extended piece of discourse.
Lozenge	the space on the answer sheet which candidates must fill in to indicate their answer to a multiple-choice question.
Multiple Choice	a task where candidates are given a set of several possible answers of which only one is correct.
Multiple Matching	a task in which a number of questions or sentence completion items, generally based on a reading text, are set. The responses are provided in the form of a bank of words or phrases, each of which can be used an unlimited number of times.
Options	the individual words in the set of possible answers for a multiple-choice item.
Paraphrase	to give the meaning of something using different words.
Pretesting	a stage in the development of test materials at which items are tried out with representative samples from the target population in order to determine their difficulty.
Register	the tone of a piece of writing. The register should be appropriate for the task and target reader, e.g. a letter of application is written in formal register.
Rubric	the instructions to an examination question which tell the candidate what to do when answering the question.
Target Reader	the intended recipient of a piece of writing. It is important to ensure that the effect of a written task on a target reader is a positive one.

Acronyms

ALTE	The Association of Language Testers in Europe.
CEFR	Common European Framework of Reference for Languages.
EFL	English as a Foreign Language.
ESOL	English for Speakers of Other Languages.
UCLES	University of Cambridge Local Examinations Syndicate.

Cambridge English Key for Schools
Handbook for Teachers

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